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JUDGE EDWARD A. MANN.

The loss of Judge Edward A. Mann will be keenly felt throughout New Mexico. A lawyer of great ability, his practice extended practically to every section of the state. His wide acquaintance was due to his genial and kindly disposition toward all with whom he came in contact. He was the friend of all the world.

A brilliant public speaker, a conventionalist who always drew a crowd about him, wherever there were enough people to make a crowd, he was a man of many parts. He had not been a lawyer with a big practice he might have made large sums of money as an entertainer in any one of the great centers of population. His gifts were rare and varied.

In the death of Judge Mann Albuquerque and New Mexico lose a citizen who will be greatly missed and universally mourned. He was a big, good natured, kindly gentleman—a friend of all the world.

WHAT THE TEACHERS' MEETING MEANS.

The teachers of New Mexico are gathering for the most important educational meeting ever held in the southwest. Not only is the purpose of the meeting to instruct and inspire, but from it a better system of teaching "the young idea how to shoot" will develop.

Education formerly was for the military, leisure and socialistic classes. Now it is for all, and is industrial, utilitarian and social. At present we have centralized industry, subdivided or specialized labor, dissimilar races and enlarged governmental activities.

Not long since we fought our buildings with candles and plovered with a crooked stick. Today we fight with electricity and break ground with the gang plow. Efficiency is the watchword now in all departments of life, but the question arises: Has our educational system kept pace with other departments of activity?

If efficiency is to be the watchword in New Mexico education, there must be efficient educational agencies. The first of these is the county superintendent. Unless the superintendent is a man of vision and energy, there will be few good country schools. The next agency is the school board. It should be composed of men who sympathize with education, who understand the difference between the values of good and poor teachers, who believe in providing a comfortable school building and ample playgrounds.

What Parents Can Do.

The public has passed on, actively after another over to the church, on the one hand, and the public school, on the other. For a large part of every child's early education must be acquired at home. The parents should be sympathetic toward the teacher, and a good teacher will find many ways to bring about the cooperation of the parents.

A few decades ago, in the rural sections of the east, the teacher usually "boarded among the scholars." While the system was full of inconveniences, it was not without its advantages. The live teacher, by frequent visits to the homes of his pupils, had problems solved which she could not solve elsewhere. She understood the home environment of the child's life and could better account for its faults and deficiencies of study and conduct and usually could point out tactfully to the parents just what should be done to assist in remedying the defect.

As the Teacher, so the School.

Of course, the greatest agency is the teacher. As the teacher is so in the school. A teacher should have good health, common sense, a profes-

sional and general education, and a fine personality. She should be a person of sympathy. We do not need less intellect on the part of the teacher but more heart. She should have faith in children, then they will have faith in her, and she should grow in her work.

The county superintendent, the school board and the teacher should recognize that they exist for one purpose only—the benefit of the children themselves. The course of New Mexico in the past—a course that happily is passing—has been that too many school boards have had for their object the game of politics and the placing of the school money in the hands of teachers not because they could teach but because their fathers of inches could control a certain number of votes. Every school worker knows of the truth of this statement. Also for a few county superintendents have been elected because some political boss wanted this or that man, but his fitness to direct county education had become, somewhere, some person was to be rewarded for votes that could be delivered on election day. It required a hard fight in 1911 to get one of the best superintendents in the state nominated, because a boss wanted a saloonkeeper for the office.

Not in the Textbooks.

But we are not so much interested in the agencies of education as in the product of those agencies. The meeting of the educational association will hear much and the visiting teachers will learn much of what efficiency in education means and what is its scope.

With the teaching of the conventional course of study, we need not have much concern. But there are many things not in the textbooks which must have the attention of the teacher. The motto of our race might well be, "Take heed to the body." Emerson has well said that health is the first wealth. Physical leaders become heads of state, and if you read history you will find that the strong physique has played a vast part in the attainment of success.

Have we cause for alarm? Let us turn to the history. At the close of the battle of Waterloo, Wellington said the victory was won on the playgrounds of the English public schools. When the Boer war was fought less than a century later, forty per cent of the men who offered to enlist for service were rejected on physical examination, in spite of the fact that three times during the interval the standard of admission to the army had been lowered. The explanation was that from leading an outdoor life, the people of the British Isles had become urban and sedentary, and consumed large quantities of intoxicating liquors.

Physical Exercise Required.

In the United States we are fast becoming a sedentary, urban people. When the first census was taken only a little more than three per cent of the people lived in cities. Now the urban population is considerably more than fifty per cent, and the tendency in the schools is to put twenty-five horsepower heads on ten horsepower bodies. To be sure, we have athletics in the schools, participated in by a picked few. The rest of the school confine their athletics to running on the bleachers.

Also a fine spirit of toleration should be taught. The greatest democracy in the world should be in the school room. The true spirit should not be: "I am as good as you are," but should be: "You are as good as I am." There should be no jealousy of pure, and no antagonism between the children whose parent tongues differ.

Inspiring Ambition.

Another thing the teacher should exert herself to do is to impress upon the pupils the necessity of getting all the education possible for them to get, and that they are limited in that matter only by their own lack of will power. In Appleton's Cyclopaedia of American Biography are found 1,142 names; 2,226 of these are college men. There were fifty-six signers of the declaration of independence; forty-two of them were college men. The constitution of the United States was drafted by fifty-five men, thirty of them were college men. Yet when the declaration of independence was framed and when the constitution of the United States was written, less than one-tenth of one per cent of the adult males of the country were college men. In the history of our nation, from the time George Washington was elected president to the present, seventeen of our presidents have been college graduates, as with 15 of our vice presidents, one-third of the members of the national house of representatives. All of the chief justices except one had more than two-thirds of the associate justices have been graduates of colleges.

Chance for Success.

If these facts prove anything, it is that the boy or the girl with a college degree has fully fifty times the opportunity of making a success of life that the boy who has only one through the public schools.

For these reasons, the Journal wishes to impress upon the teachers who come to this great convention, not only to make it a point to teach well the textbooks, but to use every endeavor to induce the children and their parents to become educated, efficient men and women.

Premier Assquin says conscription will come only as a last resort, and as a last resort it seems that most of the men of military age in the British Isles are trying to get out of the country.

"OLD ED" must back up or quit the game for somebody who can play it.

Nervous Nights in London Town



English Is the Coming World Language, Says Charles T. Luthy

Germany is not only trying to conquer the world with its arms, but its professors are already advocating German for the world language, after the war. Will it succeed? The following statistics, taken from the World Almanac, show that in 116 years English has forged from fifth to first place among the European languages, while German has only moved from third to second place—a gain comparatively small.

Language	Spoken By
French	131,450,000
Russian	109,770,000
German	100,000,000
Spanish	70,000,000
English	50,000,000
Italian	30,000,000
Portuguese	25,000,000
Total	141,000,000

In 1914, the spoken languages were:

Language	Spoken By
English	150,000,000
French	130,000,000
Russian	100,000,000
German	100,000,000
Spanish	70,000,000
Italian	30,000,000
Portuguese	25,000,000
Total	142,000,000

English and American trade and pioneering, together, have put the English language where it is, and from the above showing it does, not seem that German is destined to become the world language with simply the influence of war that have in the past worked to give such languages their present rank. But if Germany comes forward with a "pretentiousness" to put its language to the test, it may not surprise the world in this respect as she has surprised the world in other respects. And knowledge of German is never asleep, will the English-speaking people neglect their great opportunity of making English the world language by doing nothing, or by waiting until German has gained an insuperable foothold? The present moment changes in world affairs indicate that whatever is to be done to advance the cause of English as the world language must be done now. What can be done?

The race of the languages is a long one and a hard one, and ultimately that language must win which is the fittest. Has English the inherent qualities to fit it for the world language? True, its brevity and directness of expression, the volume and richness of its vocabulary, and the simplicity of its inflection, are factors that tend pre-eminently to fit English for the place; but its heterogeneous spelling as compared with the almost phonetic spelling of the German, is a most serious drawback, and unless reformed must unfit the language for its coveted position. No language is fit for the world language that wastes from one to two years of the time of every school child, and whose spelling is so heterogeneous as to make it impossible for the president of one of the foremost universities in this country, a learned man, to mis-spell seven or eight out of a sentence of some sixteen words.

Great learned societies of both hemispheres have long tried to solve the spelling problem but without success; but the time is now ripe so that the simplification of the spelling is imminent. This seems to be an age for working out profound problems as is shown by the aeroplane, the submarine, wireless telegraphy and telephony, and the marvelous inventions in a hundred other spheres of human industry. As the times have brought out an Edison and a Franklin, we are in the electric and biological fields, so it seems that the times have produced in the field one whose inherited originality and analytic powers, whose thoroughness in the fundamen-

By Bushnell

letter, both vowel and consonant, into as many specifically different forms as such generic letter now predominantly represents different sounds; by appropriately assigning the letters to the sounds; by resorting to dual and limited representations; and by retaining the present spelling, by way of exceptions, of a few refractory, recurring familiar words, and of other visual ideas, he evolved out of and adapted to the situation a provisional simplification that retains sixty-four out of 146 of said 5,000 words unchanged in spelling. The rendering in this system looks like English and is fairly readable at sight.

(4) Mr. Luthy's universal alphabet contains a letter for each of the forty-three different speech sounds in the human voice, its script letters are movemental correct and are of Roman script style, and except that economy compels the superseding of the nine diagraphs which now represent the mixed consonants ch, ng, sh, etc., with logically devised letters, it preserves the present spelling to the greatest degree practicable, by the following means, viz.: First, it substitutes each generic letter, both vowel and consonant, into as many specifically different forms as such generic letter now predominantly represents different sounds; second, it takes advantage of non-conflicting dual and of limited representation of the sounds; third, as the compounds l, n, g, and x sounds are now represented in the English alphabet, these four compounds retain such representation in the universal alphabet—thus giving it forty-seven letters; and fourth, it so assigns the letters to the sounds as to preserve the present spelling as far as possible.

By these means Mr. Luthy has evolved out of and adapted to the situation a universal alphabet for a system that is complete, accurate, and phonetic. The rendering, or text, of this alphabet retains thirty-six out of 146 of said 5,000 words unchanged in spelling—80 per cent more than did either of the three systems mentioned. It takes about 15 per cent less space (less letters) than our present spelling; and it has an English appearance and is fairly readable at sight.

It must be seen by the foregoing, by anyone in the least familiar with the matter, that no spelling reform system heretofore advanced at all compares in accuracy, in thoroughness and in comprehensiveness of research with Mr. Luthy's.

P. P. Claxton, commissioner of education, in his report to Chairman Hughes of the house committee on education, on Mr. Luthy's four manuscripts, "The Human Speech Sounds," "The Roman Script Letters," "The Simplification of English Spelling," and "The Universal Alphabet," states, among other things:

"It is easy to understand that the general use of Mr. Luthy's alphabet and method of spelling, based on his analysis of the human speech sounds, would greatly simplify the spelling and pronunciation of the English language. If these were in general use, to learn to read and write would be much easier than it now is. The elimination of illiteracy would go forward much more rapidly, and from ten to twelve months of time of the child in school would be saved for other subjects; foreigners would learn to read and speak our language much more rapidly than they now do, and the tendency toward the adoption of English as the world language would be increased."

"I am convinced that if a few popular books, especially books read by children and young people, were printed with the new alphabet and revised spelling and given general circulation, the desired result would gradually work itself out."

Estimating the public cost of educating a child, the home expenses, and the value of the child's time at \$200 a year, the saving of a year's time (ten months) to the school children in the United States would amount every eight years to FIVE BILLION DOLLARS!

The investigation shows that while

the working out of the provisional system was necessary to bring out all the advantages and disadvantages in the whole situation, and while, if adopted, such system would, for the time being, make the least possible change in the present spelling, such provisional simplification is, nevertheless, incomplete and must eventually change over into the perfect spelling of the universal alphabet. There, and as it is just as easy, or easier, to make the transition from the present spelling to that of the universal alphabet as it is from the transitional spelling, the latter's introduction would cause a needless disturbance and a long delay. The simplest, the natural, and the ultimate solution for the reformation and simplification of English spelling seems to lie in the authoritative promulgation of such universal alphabet and of its pronunciation, and correct analysis of the human speech sounds and of the Roman script letters.

No existing university, learned society nor other similar institution has the power to act authoritatively in the matter. The trio of associations mentioned tried after doctoring on the Whitney system to stamp it with their joint authority in the hope that this would make the system take; but it fell flat. And the repeated failures of such associations in projecting such systems would deter the public from placing confidence in their further attempts. Congress should, therefore, appoint a commission of representative men to thoroughly look into the matter, and, if Mr. Luthy has what the situation demands the government should in some way promulgate the discoveries under its direction or control for the good of all.

Mr. Luthy states that if such a commission is appointed and its report is satisfactory and the government will freely promulgate the matter for the benefit of mankind he will turn over the four manuscripts to the government and it can determine for itself what it would be just to award him therefor. As these things must revolutionize the teaching of reading, writing, spelling and the speech sounds, and the works can be adapted to all the grades, it is to be hoped that the matter may not pass into the hands of some greedy money-maker corporation that, with a fifty-six-year protective copyright, would extract hundreds of millions out of the masses.

Further, as the world looks to this country as "the hope of the future," would not the promulgation of these great, fundamental educational discoveries by our government among other nations put their people in a favorable attitude towards our people? Take, for example, China, with its 400,000,000, and that is soon to adopt alphabetic writing. Would not she appreciate to receive from this government, at the psychological moment, what must be for all time the correct analysis of the human speech sounds, the correct analysis of the Roman script letters and the natural universal alphabet? And how all this would advance the cause of English as the world language.

But congress will not ex-officio take cognizance of this matter; it is up to influential, public spirited men and the press to act. Who will take the initiative.

Such commission could well serve without compensation as the honor to serve thereon would be ample reward.

Gets Seven Years' Back Pay.

East Las Vegas, N. M., Nov. 20.—Pay for seven years' employment as a watchman for the Republic Mines company yesterday was awarded to Valente Montoya, by Judge David J. Leahy in the district court. Judgment was rendered against the mining company for \$1,125, which is an average of \$15 per month. Montoya asked for \$60 in his suit, but the judge allowed him the revenues from the crops raised by the plaintiff in the mining company's lands. The mine is located in Mora county, near Las Cruces. It has not been operated since 1908. Several houses, a shaft house and a mill are upon the mining company's property.

NOW IS THE TIME TO SAVE YOUR MONEY

What Did You Do With Last Month's Salary?

Did you ever figure it up? How much did you spend for clothing, food and rent? Did you spend it wisely?

What became of the rest? How much have you in your pocket? Not much! The too-hand dollar has a habit of spending itself.

FIGURE OUT 10 per cent of your salary each week and put it in THE STATE NATIONAL BANK before you spend a cent. You can do it—if you will. You can't be checked if you mean to win. A small amount will start you. Resolve to save—you will need it.

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